

Mentoring Strategies for the Support of High School Students Experiencing Anxiety and Depression: A Case-Study of Two Catholic High Schools

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Research Questions

- What strategies or interventions are being used in Catholic high schools by faculty members to address the needs of high school students experiencing anxiety and depression?
- How can schools provide support for these students through teacher-student relationships developed through mentoring opportunities?

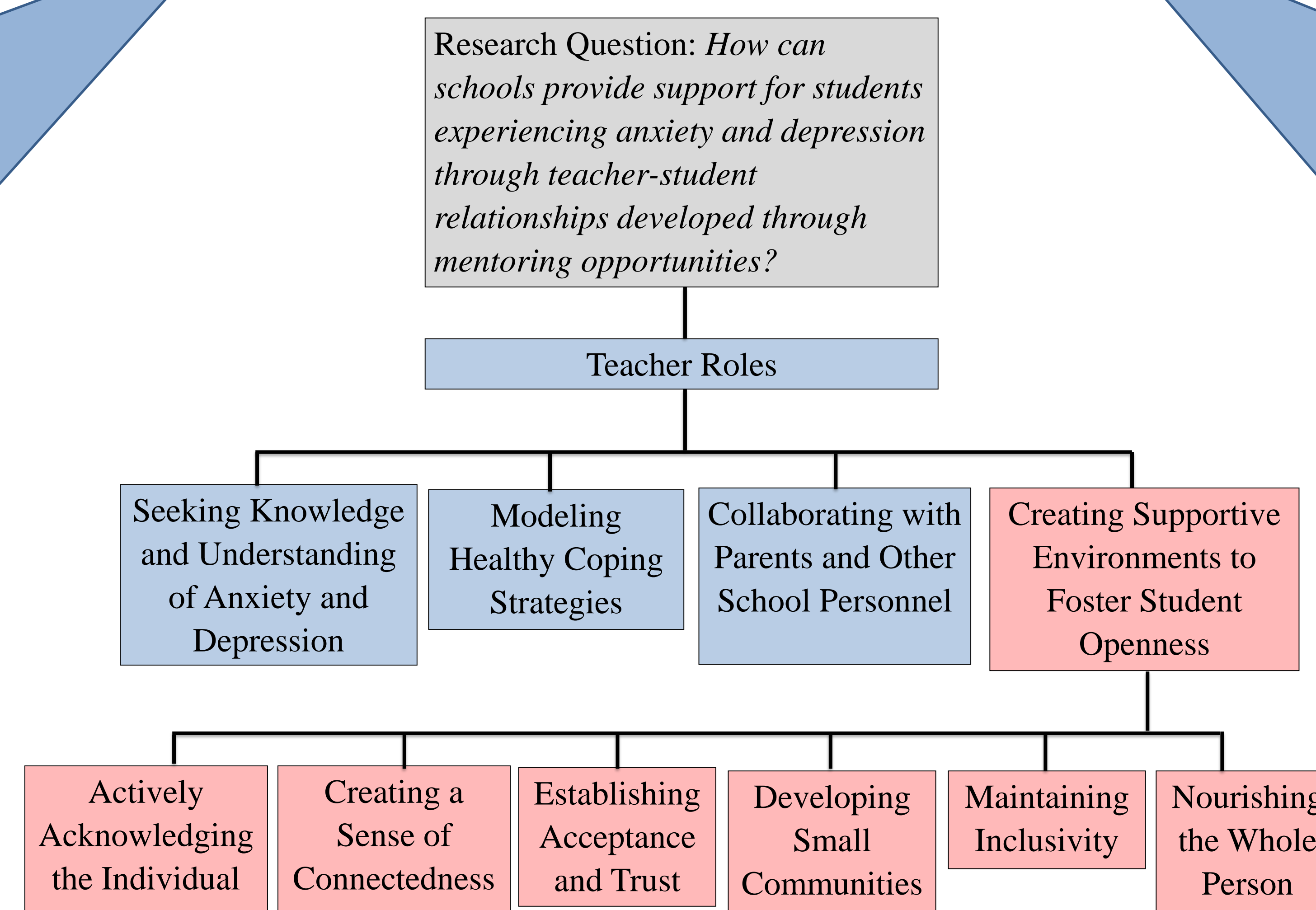
Objective:

- To integrate the results of these questions in order to describe how mentoring opportunities, relationship-development, and instructional strategies can be used to support students experiencing anxiety and depression

Methodology

- Qualitative case-study with multiple case-study analysis to interpret data
- Set in two Catholic high schools in a medium-sized midwestern region, referred to as School A and School B
- Data were collected in three rounds: survey sent to all faculty and staff in each school, follow-up interview with a faculty member in each school, website search to clarify information mentioned previously

Findings

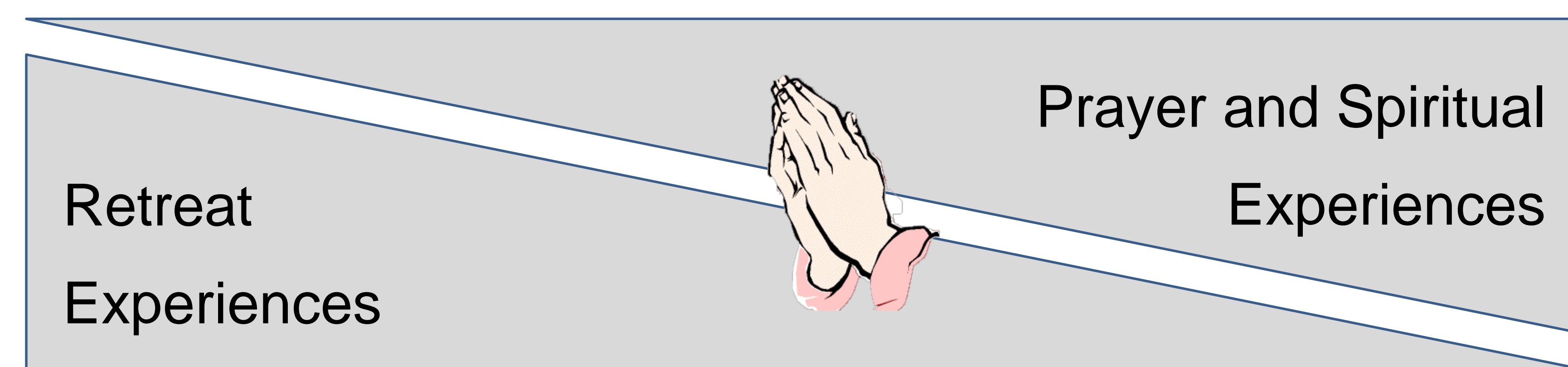


Conclusions:

This study has...

- Validated the Catholic school experience as unique and effective in addressing the needs of students experiencing anxiety and depression
- Identified the assets of the Catholic school—opportunities for spiritual nourishment and quality relationship-development—which can and do address these students' needs
- Increased awareness and application of these assets for greater mental health among high school students

Reported Strategies to Address the Needs of Students Experiencing Anxiety and Depression	Selection Percent School A/School B
Cooperative learning time to promote peer interaction	61%/60%
Intentional grouping to accommodate individuals experiencing anxiety or depression	52%/60%



When surveyed of the signs and symptoms alerting school personnel to student experiences of anxiety and depression, “social isolation or peer rejection” was chosen by 56% of respondents in School A and 62% of respondents in School B, falling into the top 3 or 4 of 17 possible selections.

